

## **California State Archives Graduate Intern Program Overview**

This document summarizes an overview of intern requirements and of program training for the California State Archives Graduate Intern Program (CSAGIP). The purpose of this packet is to outline program requirements, clearly define the objectives of each program and provide a suggested list of topics that should be covered by program leads during intern training. Also included in the packet is a list of professional organizations that may be of interest to the intern and a bibliography of materials related to each program for assigned reading and to supplement information available to the intern.

### **Duration:**

The program requires at least a 20 hour per week commitment for one year, but no longer than two years. There is flexibility in scheduling and program work based on the intern's school schedule as well as staff's availability to work with him or her.

### **Application:**

There is a separate application form. Applications are accepted continuously, but positions are only available periodically. Interested students should contact the Intern Coordinator for current information: Lucy Barber, 916-651-8419, [lbarber@ss.ca.gov](mailto:lbarber@ss.ca.gov)

### **Requirements:**

Interns are required to meet regularly with the Intern Coordinator and update them on their activities and accomplishments. Upon completion of the internship, interns must complete an evaluative essay assessing the effectiveness of the program and detailing the intern's personal and professional growth during the course of the internship. The essay become a part of the intern's records at the Archives, the intern should keep a copy of the essay to document their internship program at the California State Archives. Interns will also be evaluated at the end of each training program cycle so that they may receive feedback regarding their program performance. Interns must be enrolled in an graduate program during the internship period.

### **Stipend:**

Students receive a stipend equivalent to the current graduate intern state rate.

### **Program Overview:**

The CSAGIP provides the opportunity for students with an interest in pursuing a career in the archival profession to have an educational experience that will allow them to work with

and learn from professionals and scholars in the archival field. Interns will train in the archival programs in the order listed on page two. Because of the many variables involved within archival work, the daily demands on staff, and to meet the needs of each intern within the program, program training may vary in length. A mentor will work with the intern throughout the program to promote continued communication and a successful intern experience.

The CSGAIP is designed to be a flexible entity to match interns' interests, goals, and schedule. Once interns have completed the program training cycle they will continue to work in program areas. Additional training and interests will be addressed at that time.

**Program Training:**

- A. Introduction to the California State Archives
- B. Preservation and Security
- C. Arrangement and Description - Processing
- D. Reference
- E. Acquisition, Appraisal and Accessioning
- F. Electronic Records
- G. Reprographics
- H. Outreach
- I. A Shared Interest

## **A. Introduction to the California State Archives**

### **The California State Archives:**

California's first legislature, meeting in 1849-50, charged the Secretary of State to receive "...all public records, registered maps, books, papers, rolls, documents and other writings... which appertain to or are in any way connected with the political history and past administration of the government of California..." The California State Archives, a division of the Office of the Secretary of State, continues to serve in the spirit of those early instructions, by collecting, cataloging, preserving, and providing access to the historic records of state government and some local governments, as well as other materials documenting California history.

The California State Archives' primary mission is to identify, acquire, manage, preserve, and make accessible for use California state and local government records and related materials offering historical or legal value which meet the documentary needs of the people of California.

Interns will begin their internship with an initial introduction to the California State Archives (Archives) in an effort to familiarize the intern with the daily activities of Archives staff. The introduction will begin with a tour of the Secretary of State facility, scheduled shifts with Archives support staff, and limited archival literature reading assignments. The introduction will serve as the beginning of an on-going learning process throughout the internship. Routine activities throughout the internship may include attending regular staff meetings, research project assignments, help with tours, and other archives related assignments.

At this time a mentor will also be assigned to the intern. The mentor will serve as the intern's guide, counselor, and general information source to the programs at the Archives.

### **Objectives:**

1. Students will learn the basic terminology used by archivists to define their materials and their activities.
2. Students will learn that archives are records of organizations, in any format, created or received in the course of activity, kept because of their enduring usefulness, and how they differ from manuscripts.
3. Students will learn how changes in communication technology have affected the content and context of records.

## **A. Introduction to the California State Archives continued**

### **Objectives continued:**

4. Students will learn the rationales for the keeping of archives - administrative support, public accountability, legal requirements, and historical research.
5. Students will learn to recognize the importance of the creators of records: organizational and individual.
6. Students will understand the use of records: primary, secondary; direct, indirect.
7. Students will understand the importance of membership in professional organizations.
8. Students will be introduced to current developments in the profession - certification, further education, etc.
9. Students will understand the importance of working relationships between archives and other professions.
10. Students will learn the importance of a mission statement and collection policy to an institution.

## B. Preservation and Security

In addition to providing access to archival materials, the Archives is responsible for the long-term care of the materials to ensure that the archival record is available for future use. The Archives' preservation and security programs fulfill this obligation. Preservation consists of the steps taken to prevent or slow deterioration or damage to archival materials. In addition, preservation encompasses environmental controls, proper storage and handling, conservation treatment, security, reformatting and disaster preparedness and recovery. Security extends preservation by ensuring protection of documents from unauthorized access and/or damage or loss from fire, water, theft, mutilation, or unauthorized alteration or destruction.

The intern will learn about the things that can cause damage to archival materials, proper handling, storage and environmental conditions, and the steps required to develop and maintain a disaster recovery plan. The intern will learn appropriate security procedures for an archival setting. The intern will also learn about basic conservation treatments, and the relationship among preservation activities, security and other program activities. Training and discussion will occur over several sessions. Training may include actual participation in conservation treatments depending on staff time and program needs.

### Objectives:

1. Students will learn about the basic elements of a preservation program: handling, storage, environmental controls, security, reformatting, conservation treatment and disaster preparedness/response.
2. Students will learn principles of establishing priorities for preservation.
3. Students will learn about the relationship among preservation activities, security and other program activities.
4. Students will learn that preservation is action taken to retard or prevent deterioration or damage in cultural properties by control of their environment and/or treatment of their structure in order to maintain them as nearly as possible in an unchanging state. (Ritzenthaler, Mary Lynn. *Archives and Manuscripts: Conservation*)
5. Students will learn some basic procedures which may be done by archival professionals who are trained in the safe handling of archival records and in recognizing their own limitations and the need to call upon the services of a conservator.

## **B. Preservation and Security Continued**

### **Topics Covered:**

1. Composition and inherent problems of archival media (paper, bound volumes, inks, film, photographs, magnetic tape, etc.)
2. Environmental conditions (temperature, relative humidity, light, air quality)
3. Mold and pest control
4. Storage of archival materials: materials and techniques
5. Handling archival materials: by staff and by patrons
6. Reformatting (photocopying, microfilm, optical digital disks)
7. Conservation treatment options (deacidification, restoration, etc.) and the criteria for choice
8. Disaster prevention, preparedness and recovery
9. Security

## C. Arrangement, Description and Processing

Arrangement and description offer the key to access and together form the foundation for physical and intellectual control of a collection. Arrangement, the physical order of the collection, is based on the two archival principles of provenance and respect for original order:

Provenance requires that the archival materials of one organization or person not be mixed or combined with the archival material of another so that the identity of the creator, or compiler, remains known.

Respect for the original maintains the order of the records as determined by the creator and reveals insights to a collection that may be lost if materials are separated.

By maintaining these two principles, the Archives' collections remain organically-related bodies of material with primary information about the organization or person who created the materials, and secondary information about people, places, or things beyond what the materials originally documented. Description supplements the arrangement of a collection by offering a uniform method of recording information regarding the content and format of the collection.

The intern will be introduced to the practices and principles of archival arrangement and description used at the Archives. The intern will then be assigned a collection(s) to process under staff supervision. Once the collection is processed the intern will create a finding aid to be used by staff and patrons within the Archives research room.

### **Objectives:**

1. Students will learn the definitions, historical contexts, and applications of provenance, respect du fonds, original order, and hierarchy of control.
2. Students will learn the factors and concepts to consider when determining levels and methods of arrangement (record group, subgroup, series, and subseries).
3. Students will learn the process of establishing intellectual, physical and legal control over records.
4. Students will learn the standards of archival description.
5. Students will learn the methods of description, the types of finding aids that can be made and what finding aid format is used at the Archives.

## **C. Arrangement, Description and Processing continued**

### **Objectives continued:**

6. Students will learn the importance of keeping the researchers in mind in all applications of descriptive concepts and principles.
7. Students will learn the methods of arrangement within the framework of established principles of archival practice.
8. Students will consider the relationship of arrangement to the overall needs of the Archives.
9. Students will consider the relationship of arrangement and description to the overall needs of the repository.
10. Students will receive a general introduction to MARC formats, and the role and place of MARC AMC within the broader framework of archival automation.
12. Students will learn about the increasingly important role descriptive standards play in automation.
13. Students will process a collection and create a finding aid to be placed in the Archives research room for staff and patron use.

### **Topics covered:**

1. Provenance, original order, and *respect du fonds*
2. Original order; collections with no discernible order
3. Hierarchy of control
4. Record groups and series
5. Activities involved in arranging a body of records, e.g., preliminary survey, processing plan, physical arrangement, etc.
6. The researcher, and the anticipated use of the material
7. Automation: Internet, WWW, Encoded Archival Description
8. Standards for description (MARC AMC, A.P.P.M., LC Subject Headings and Name Authority files, AACR II, etc.)



## **C. Arrangement, Description and Processing continued**

### **Topics continued:**

9. Information sharing and national databases (NUCMC, RLIN, OCLC etc.)
10. Intellectual and physical arrangement
11. Confidentiality and access to records
12. Elements of description and finding aids

## **D. Reference:**

The California State Archives is the repository for historical records of state agencies. Reference is the key to providing direct assistance to people, by phone, mail, e-mail, or in person, using the Archives' collections for research purposes. It is the reference archivists' responsibility to provide patrons with service on equal terms, control access to the collection in response to legal or other restrictions imposed on the materials, balance access to materials in terms of preservation of the materials and provide security within the Research Room. The archivist on reference duty is also responsible to a large extent for the image of the State Archives.

The intern will be trained for reference service through a multi-session training program that will include weekly discussion, independent exercises, and under staff supervision scheduled time at the reference desk. The program will expose the intern to the various facets of the collection, as well as educate the intern to Archives reference policies and procedures. Following the training the intern will receive regularly scheduled reference shifts, and will be asked to answer incoming reference mail.

### **Objectives:**

1. Students will learn that access is the responsibility of archivists to make available to patrons, on equal terms, research materials held by their respective institutions.
2. Students will learn that reference is the obligation of archivists to provide information about collections held by their institutions, and information from collections.
3. Students will learn how an archivist handles the complexities of providing reference service under conditions of equal access while still maintaining certain imposed restrictions.
4. Students will learn that reference and access are balanced against the need to preserve records.
5. Students will learn that access to and use of documents are controlled by law and founded on archival ethics.
6. Students will learn that archivists are bound by certain ethical and legal considerations when providing access to archival materials.
7. Students will learn CSA reference room policies and procedures.
8. Students will gain an understanding of the Archives' place in state government.

## **D. Reference continued**

### **Objectives continued:**

9. Students will learn about the State Government Oral History Program.
10. Students will learn about using additional sources to guide patrons to an additional or better source whenever possible (Rlin, NAIL, published guides, and websites).

## **D. Reference continued**

### **Topics Covered:**

1. Access policies - nature and extent of services; confidentiality
2. Intellectual access vs. physical access
3. User education and public relations, user studies
4. Initial and exit interviews
5. Security
6. Collecting and using reference statistics
7. Reference forms
8. Providing documents vs. providing information
9. Primary and secondary sources
10. Users of records and their needs
11. Significant laws - Freedom of Information Act, California Public Records Act, Information Practices Act
12. Copyright and archival materials
13. Genealogical resources

## **E. Acquisition, Appraisal and Accessioning**

Through a well-defined records management program, acquisition policy and established appraisal procedures staff are able to determine what materials will be added to the Archives collection. Once received at the facility, accessioning provides the basis for physical, legal and intellectual control of these materials. This system offers current, accurate, and consistent information to fellow staff members, as well as patrons, on new collections. Accessioning staff provides initial preservation care for materials, such as housing them appropriately, until the collection can be properly arranged and described.

The intern will be introduced to basic records management, acquisition and appraisal methods, and accessioning procedures used at the Archives. Under staff supervision the intern will then work with staff to accession materials into the Archives collection. Hours will vary depending on the demands of the program and staff availability. Accessioning is often physically demanding. Candidates should be able to lift up to 40 pounds.

### **Objectives:**

1. Students will learn the process of determining archival value of records, and thus, their disposition. It includes analysis of the characteristics of records; their administrative, legal, and fiscal value, as well as their arrangement and relationship to other records.
2. Students will examine institutional considerations affecting appraisal, including collection management policies, documentation programs, preservation problems, and fiscal and human resources.
3. Students will gain an understanding of the different techniques of conducting appraisal, ranging from individual documents (intrinsic value) to collections (sampling) to repositories (institutional collection analysis) to multi-institutional and cooperative activities (documentation strategy).
4. Students will be introduced to basic records management practices and will gain an understanding of the relationship between archives and records management.

### **Topics Covered:**

1. Theories of appraisal - overview
2. Values of records: primary, secondary, evidential, etc.

## **E. Acquisition, Appraisal and Accessioning continued**

### **Topics Covered continued:**

3. Appraisal process: levels of appraisal, methods, identification and selection
4. Sampling procedures
5. Documentation of appraisal decisions
6. Collection policies and documentation strategies
7. Legal requirements, ethical, and fiscal considerations
8. Preservation and storage considerations
9. Reappraisal (alternatives to retaining inappropriate records)
10. Accessioning forms
11. Accessioning procedures
11. Replevin
12. Records management survey

## **F. Electronic Records**

Electronic record keeping have expanded in most organizational environments, including state agencies. As these systems expand the quality of documentary information changes, as a result the management of these materials must change in an effort to retain information.

The intern will be introduced to the concepts and issues surrounding electronic records. The intern will be assigned selected readings and participate in a discussion regarding the management of electronic records.

### **Objectives:**

1. Students will learn the definitions and historical development of electronic records, and be introduced to the differences between electronic and conventional records.
2. Students will learn the principal concepts and applications -- theoretical, technical, and legal -- developed to date for controlling record information generated, communicated, and maintained in electronic media.

### **Topics Covered:**

1. The nature of records in electronic form.
2. Kinds of change in record keeping being occasioned by the creation and maintenance of records in electronic form.
3. Changes in traditional archival concepts and practices occasioned by the advent and uses of records in electronic form.
4. Changes in the relationship between the archival and records management professions likely resulting from the wide-spread use of electronic media for record creation and record keeping.
5. Systems for accomplishing archival preservation of information in electronic form.
6. Legal issues raised by the use of electronic media for the creation, communication, and keeping of information in electronic form.

## **G. Reprographics**

Microfilming records offers a diverse resource to an archival collection by providing additional access to patrons, as well as staff; preservation for high use or fragile materials; and security to materials with unique or intrinsic value. The in-house microfilm lab at the Archives offers the additional advantage of quality control and security to materials kept on-site.

The intern will visit the microfilm lab for a one to two day overview of microfilm equipment and lab functions.

### **Objectives:**

1. Students will learn the value of microfilm as an alternative media.
2. Students will learn about reprographic practices, procedures, and standards.

### **Topics Covered:**

1. Selection of records to be microfilmed.
2. Legal issues and the use of microfilm.
3. Filming procedures and equipment used at the Archives.

## **H. Outreach**

Public outreach, service, and a sharing of information, both externally and internally, is vital to any institution. Through collection exhibits, tours, talks, publicity, and instructional as well as the reference programs Archives staff is able to share information about the collection under their care.

The intern will participate in Archives' outreach programs including organizing and giving tours, and exhibiting new materials to the collection. The intern will also contribute to program assessment to assure that we are meeting the needs of Archives' patrons.

### **Objectives:**

1. Students will learn the need for, benefits of, and the cost of archival outreach programs.
2. Students will learn the types and scope of outreach programs.
3. Students will learn methods used to evaluate outreach programs.

### **Topics Covered:**

1. Audience assessment
2. Funding - including grant support
3. Instructional programs, talks and tours
4. Publicity
5. Exhibits and publications
6. Institutional needs assessment
7. Promoting the archives within



## **I. A Shared Interest**

Every archival repository shares a common thread in caring for materials of the past and present for current and future use, yet each repository is also different. It is important for students interested in an archival career to understand the variety of archival institutions available, and how those differences lead to many personal decisions. It is also important to recognize the network of archivists, and others interested in supporting the archival profession, available to share information and sources.

Interns, along with their mentor, will visit three to four local repositories. After the site visits are completed the intern will be asked to write a short paper on their observations

### **Objectives:**

1. Students will learn how to gather information about institutional resources and to place this information in the context of accepted principles of archival practice.
2. Students will learn the self-study process within the framework of fundamental principles of archival practice.
3. Students will learn the method by which they can compare the resources and services of various other repositories. They will also be able to observe first hand the differences in various institutions that can affect collection size and care, along with the types of service received by the public.
4. Students will learn how to utilize professional resources.

### **Topics Covered:**

1. Organization and institutional setting
2. Access policies and reference services in other institutions
3. Institutional cooperation
4. Outreach and public programs
5. Building networks with professional organizations
6. Grants: NHPRC, NEH

## **Professional Organizations**

The Society of American Archivists (SAA)  
600 S. Federal Street, Suite 504  
Chicago, IL 60605  
[www.archivists.org](http://www.archivists.org)

Society of California Archivists (SCA)  
1020 O Street  
Sacramento, CA 95814 <http://www.calarchivists.org/>

California Council for the Promotion of History (CCPH)  
California State University, Sacramento  
6000 J Street  
Sacramento CA 95819-6059  
ccph@csus.edu  
<http://www.csus.edu/org/ccph/index.htm>

National Association of Government Archives and Records Administrators (NAGARA)  
Steve Grandin, Publications and Membership Services  
Capitol Hill Management Services, Inc.  
48 Howard Street  
Albany, NY 12208  
(518) 463-8644  
<http://www.nagara.org/>

Association of Records Managers and Administrators, Inc., Sacramento Chapter (ARMA International)  
Fernando Vellanoweth  
PO Box 15310  
Sacramento, CA 95851-5310  
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